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A HISTORY OF PUBLIC HIGH SCHOOLS IN IOWA

A DISSERTATION

Submitted to the Faculty

of The Graduate School of Arts and Literature

In Candidacy for the Degree of

Master of Arts

Department of Education

BY

AURELIE EDITH ZICHY

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## CHAPTER I.

### SECONDARY EDUCATION BEFORE THE PUBLIC HIGH SCHOOL.

Secondary education in the United States shows three distinct phases; that of the Latin Grammar School which was a public institution and whose purpose was to prepare boys for college; the academy, a private institution, whose primary function was to give boys and girls who did not go to college a general practical and cultural training; and that of the high school, a public institution, whose function as originally conceived was like the academy.<sup>1</sup> The grammar school had but one purpose, college preparation. The earlier academies were not bound up with the college system in the same way as the grammar school. They were not primarily "fitting schools". They were instead institutions of an independent sort taking pupils who had already acquired the elements of an English education and carrying them forward to some, rather indefinite, rounding out of their studies.<sup>2</sup> The tradition of the grammar schools made itself felt however and the classical studies were arranged with reference to college admission requirements.

The phase of development represented by the academy was the one secondary education had assumed at the time of the early history of Iowa. The Latin Grammar School period had passed and academies were to be found in all parts of the country. A study of the early history of Iowa shows that the people were strongly interested in education from the beginning.

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1. Brown, J. F. American High School. p. 34.

2. Brown, E. E. The Making of Our Middle Schools. p. 230.



Secondary education early received attention. W. F. Cramer in an article on the origin of the high school says, "Before Iowa was a territory she had her school masters ..... while yet a county of Wisconsin Territory she had no less than ten chartered private institutions of higher learning, variously styled Normal School, Academy or College". Numerous academies and seminaries were incorporated during the territorial period, but most of them seem to have had an existence on paper only. One grew into a fairly strong institution and has continued in operation to the present time. This was the academy at Denmark. It seems to have been organized even before the organization of the territory and was for a long time the only incorporated academy in Iowa.<sup>2</sup>

The Denmark Academy represents one form of secondary education in Iowa before the public high school. Its early history is interesting. The first settlers were from Massachusetts and New Hampshire and used the money from one half of the lots, set apart to form the town, to found a school. The Academy was inaugurated in 1843. Its growth was slow at first. It was in a one story house kept by Father Turner until in 1848 a stone building was erected. The Academy opened that year "with eighteen scholars, one from abroad". In 1865 the number had increased to 270.

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1. Iowa Normal Monthly, Historical Souvenir 1850 to 1849,  
p. 433

2. Ibid, p. 289



The catalogue of that year reports pupils from fifteen states and territories. A new \$17,000 building was dedicated in 1863 and the Academy continued to grow. It is said that during the period from 1852 to 1870 about fifteen hundred students were connected with it, many of whom later occupied positions of influence and usefulness.<sup>1</sup> Although no definite statistics can be secured, there were evidently a number of other private academies in the state before 1870. It was not until 1871 that a formal list of fifteen academies and seminaries was recorded in the report of the State Superintendent.

There were at this time a number of graded or intermediate schools which were gradually extending their courses of study to include higher branches. This type of secondary education is illustrated by the school at Davenport. An intermediate school was developed there in 1859, which took up the work of instruction in the higher branches as the demand for it grew. It was not called a high school but it offered a year of advanced work first and gradually increased its offering. In 1861 it became the Davenport High School.<sup>2</sup> "There is no better illustration of the development of a high school from the grouping of those students, who had completed

1. Edson, E. K. "Historical Sketch of Denmark". Iowa School Journal (1870) vol.11 No. 8, p.242.

2. Downer, J. History of Davenport and Scott County, vol. 1, p.934.



the elementary subjects, at first for a single year of advanced work and subsequently for additional units as the increasing numbers who patronized the public secondary school increased".<sup>1</sup>

Summary.

Of the three distinct phases of secondary education in this country, only the last two are found in Iowa, the Academy and the Public High School. Before the Public High School secondary education was to be found in a number of private academies, of which the Denmark Academy is representative and in intermediate schools like the one at Davenport.

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1. Aurner, C. R. History of Education in Iowa, Vol. 3, p. 211.



## CHAPTER II.

## LEGAL PROVISIONS.

Early Laws Forming Basis For The High School.

In studying the legal aspect of the growth of the high school in Iowa we find a contrast to that of the common school. There are many laws regarding elementary education and few directly referring to secondary education. This shows the close relation between the two. The high school grew out of the elementary school and required very little direct legislation. "Specific legislation relative to the public secondary school is, however, almost a negligible matter in its history"<sup>1</sup>.

When Iowa became a state in 1846 the constitution provided that the "General Assembly shall encourage, by all suitable means, the promotion of intellectual, scientific, moral and agricultural improvements and should endeavor to fulfill these requirements by legislating for a system of common schools which should be maintained in each school district for not less than three months each year". In 1849 a statute was enacted authorizing the electors to determine whether a school of higher grade should be established in the district, the number of teachers to be employed and the course of instruction to be pursued therein<sup>2</sup>. This is given as the "first definite provision for higher instruction in the school legislation of Iowa"<sup>3</sup>. There are very few records that schools of higher

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1. Aurner, C.R. History of Education in Iowa. Vol.3 p. 172.
2. Laws of Iowa 1848 and 49 p. 100
3. Aurner, C.R. History of Education in Iowa. Vol.1, p. 20



grade were established, J. D. Bads, Superintendent of Public Instruction, says in his report for 1854 that he has visited a large number of union or graded schools which offered higher education.<sup>1</sup> It is doubtful if these schools were really high schools as we know that St. Louis had only opened her high school in 1853 and the one in Chicago was established in 1856.

The law of 1857 gave to every incorporated town, city or district containing two hundred inhabitants or more the power to establish primary schools and said, "It shall be the further duty of said Board to establish in said district a suitable number of other schools of a higher grade or grades wherein instruction shall be given in such studies as may not be provided for in primary school, the number of schools and also the different grades thereof to be determined by the said Board; and it shall be the further duty to decide what branches shall be taught provided that no other language than English shall be taught therein except with concurrence of two thirds of said Board".<sup>2</sup> This law gave the Board power to make all necessary regulations concerning such schools. No one could be excluded who lived in the district and others might be admitted by paying tuition. This is the legal basis for the great development of secondary education in Iowa.

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1. Report of Bupt. of Public Instruction 1854 pp. 160-161.
2. Laws of Iowa 1856-57 p. 237



In March, 1858 a law was passed authorizing the establishment of county high schools under certain conditions but the revised law of December of the same year discontinued it.<sup>1</sup> During the short time the law was in force a county high school was established at Albion, Marshall County; but, as no state aid was given, it was suspended after a year or two. In 1870 counties of two thousand inhabitants were allowed to establish high schools.<sup>2</sup> This law was modified slightly in 1873.<sup>3</sup> According to the law the Board of Supervisors of any county, upon petition of one third of the electors, could submit the question to the people at a general or special election. If the majority decided in favor of the high school, the Board of Supervisors were to elect six trustees, one of whom was to be the County Superintendent. This board was to select a site and furnish the building. The amendment in 1873 authorized the board to order the election without the petition.

In 1874 the people of Guthrie County decided to establish a county high school.<sup>4</sup> It was opened in Panora in 1876. This is the only county high school successfully established under this law. Many counties had tried to establish such a school before the law was amended and failed. The growth of schools of higher branches in the independent districts changed conditions so that after the law was amended there was no longer the demand for county high schools.

1. Laws of Iowa, 1858. pp. 79-82.

2. Laws of Iowa, 1870. p. 140.

3. Code of 1873. p. 314.

4. Report of Commissioner of Education, 1875. p. 40.



Period of No Legislation.

For a long period in its history there were no laws regarding the high school. From 1873, when the county high school law was amended, until after 1900 the high school developed without legislation. The Superintendent of Public Instruction in his report in 1878 said, "Fortunately for our state the question of sustaining a high school is left entirely to the people of each locality"<sup>1</sup>. And in later reports the following opinions were expressed. "There is little if anything connected with these schools that calls for legislation. There is needed a closer and more clearly defined connection between them and the higher state school but this must be left to the judgment of the school principals and the faculties of the institutions. It must be more flexible than it could be under legislation"<sup>2</sup>. "Iowa statutes nowhere define a high school or govern its organization or mention higher qualifications for teachers"<sup>3</sup>. The fact that there are so few laws is significant. Clearly the high school was a growth from the elementary school and has always been closely connected with it. Following this long period of no legislation several statutes were enacted having a direct bearing on secondary education.

Laws Affecting The Course of Study.

Two of the laws affecting the course of study in high schools differ from the others in this group in that they authorize state aid to the schools fulfilling certain requirements. These are the Normal Training Law and the

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1. Iowa School Report, 1878 & 1879, p. 39.

2. Iowa School Report, 1892 & 1893, p. 25

3. Iowa School Report, 1901, H.S. Manual, pp. 6 to 9.



law giving aid to consolidated schools.

For a number of years there was agitation regarding the establishment of normal courses in the high schools to help prepare teachers for the rural schools. In 1911 a law was enacted giving five hundred dollars a year from the state to high schools which established approved normal training courses.<sup>1</sup> A review of the common branches was to be given together with instruction in Domestic Science, Manual Training, Agriculture and Pedagogy. The Superintendent of Public Instruction was to designate the high school, prescribe the condition of admission to the normal training classes, the course of instruction and other rules and regulations. The schools chosen were to be four year accredited high schools and the course was to be established in the eleventh and twelfth years.

No school could be approved without a class of ten or more. The certificate of graduation was to be a valid license to teach for two years in the state. In case more than one high school in any county was approved the total state aid was to be distributed but could not exceed eight hundred dollars. Twenty-five thousand dollars was to be appropriated for 1912 and fifty thousand dollars annually thereafter. In 1913 the appropriation was changed to read one hundred thousand dollars for 1914 and one hundred twenty-five thousand dollars annually thereafter.<sup>2</sup>

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1. Laws of Iowa, 1911, p. 148.

2. Laws of Iowa, 1913, pp. 361-363.



In 1919 it was changed to one hundred and fifty thousand dollars annually thereafter.<sup>1</sup> Slight changes were made in other provisions of the law in 1913. The words "In 11th and 12th years" were omitted. The course was to be established in four year accredited high schools. Certificates could be renewed for three years under the same conditions that applied to the renewal of first grade uniform county certificates.<sup>2</sup> With these slight modifications the law has continued to the present time. As shown in chapter three the courses established under this act have been very popular. Large numbers have been graduated each year and the law has been extremely influential in the later development of Iowa High Schools.

In 1913 a law was passed giving state aid to consolidated schools. Each two room school that taught Agriculture, Home Economics and other vocational subjects and was approved by the state board was to receive two hundred and fifty dollars toward its equipment and an annual sum of two hundred dollars. Three room schools were given three hundred and fifty dollars toward equipment and five hundred dollars annually and four room schools were given five hundred dollars toward equipment and seven hundred and fifty dollars annually.<sup>3</sup>

1. Laws of Iowa, 1919, p. 253

2. Laws of Iowa, 1913, pp. 261-262

3. Laws of Iowa, 1913, p. 263.



This law like the one establishing the normal training courses has been influential in the later development of the high school. It has done much to standardize the smaller schools and make their work practical. These two laws are the only ones giving money from the state to aid high schools. The only other aid received is federal aid.

The Smith-Hughes Law, appropriating federal money to aid the different states in establishing and promoting vocational education in Agriculture, Trades and Industry, and Home Economics, was passed in February, 1917. It was necessary for the legislature of the state to formally accept the provisions of the law. This was done later in the same year and the state board for carrying on this work with the local committees was established.<sup>1</sup> The board was called The State Board of Vocational Education and consisted of the Superintendent of Public Instruction, the president of the State Board of Education and the Commissioner of Labor. This board was to cooperate with the Federal Board and have charge of the work of establishing standards and inspecting the approved schools.

Other laws having to do with the course of study have not made appropriations to help in the work. In 1919

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1. Laws of Iowa, 1917, p. 356.



certain requirements in American History were set by law as follows; "Public and private high schools, academies and other institutions ranking as secondary schools which maintained a three year course of instruction shall offer a minimum of instruction in American History and Civics of the state and nation to the extent of two semesters. And schools of this class which have four year courses shall offer in addition one semester in Social Problems and Economics".<sup>1</sup> The superintendent was authorized to prepare an outline of a course of study in the above subjects and distribute it to all high schools, and academies.<sup>2</sup>

Two years later regular courses of instruction in the Constitution of the United States and of Iowa were demanded.<sup>3</sup> Such courses were to begin not later than the eighth grade and were to continue in the high school course to an extent to be determined by the superintendent. These last two laws are probably the result of conditions in the country which were realized during the war. The time has been too short to judge of their efficiency.

Laws Belonging To No Special Group.

During the period after 1900 a number of laws were passed that affected the high school but which fall in no clearly defined group. In 1906 the Superintendent of

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1. Laws of Iowa, 1919, p. 536.

2. Ibid.

3. Laws of Iowa, 1921, pp. 82-82



Public Instruction suggested in his report of that year that fraternities and sororities be forbidden by law as the "public school is intensely democratic and must always remain so". In 1909 a law prohibiting secret fraternities and societies in the public schools was passed.<sup>1</sup>

In 1915 a law was passed giving boards of directors power to employ their superintendent of schools for a term of three years.<sup>2</sup> While this does not bear directly on the high school it shows a tendency toward better organization and instruction.

The work of inspection had been done by the higher institutions but in 1913 the State Department of Public Instruction was authorized to appoint a force of inspectors, not exceeding three, to help in the work of supervising the rural, graded and high schools.<sup>3</sup> This gave legal sanction to the work of inspection which had been carried out for a number of years and helped very materially in the work of accrediting high schools.

A law having a very important bearing on secondary education was passed in 1911, the law regarding free tuition for high school pupils.<sup>4</sup> This act provided that persons of school age, residents of school corporations

1. Laws of Iowa, 1909, p. 179.
2. Laws of Iowa, 1915, p. 356.
3. Laws of Iowa, 1913, pp. 88-90.
4. Laws of Iowa, 1911, p. 163.



that did not offer a four year high school course, were permitted to attend any high school; their tuition to be paid by the school corporation in which they reside. Pupils were required to present certificates that they were of school age, residents of specified districts and had satisfactorily completed the common school branches. The tuition was to be paid for a period of four years only.

This law not only served to give practically all children of the state the opportunity for a high school education but helped to quicken the desire of schools to become approved. If a school corporation had an approved school it could not be required to pay tuition to other schools and would probably be able to collect tuition from other corporations. This law has continued with very little amendment to the present time.

#### Summary.

The legal provisions for high schools in Iowa are few in number. There are early laws establishing the district and county high school. Following a long period of no legislation, there are a group of later laws affecting the course of study. The normal training law and the one giving state aid to consolidated schools regulate subjects to be taught, authorizing state aid for the high schools that follow these regulations; while others of this group merely define the instruction in certain subjects. Of the other laws of the period, miscellaneous in character, the most important is the free tuition law.



## CHAPTER III.

## PROGRESS AND DEVELOPMENT OF THE PUBLIC HIGH SCHOOL.

Establishment and Early Growth.

The public high school was a growth from the primary schools. The primary schools were established, and were successful and gradually the people came to the belief that the children should be given opportunity for more education and accordingly were willing to establish high schools and tax themselves for their support.

There are no definite statistics concerning public high schools before 1870. During the year 1857 there appeared in school magazines a good deal of discussion concerning union schools and their advantages.<sup>1</sup> The name was explained. They were called "union schools" because usually two or more districts united to form them and also because "they united the advantages of the common school and academy. Probably some such schools existed in the state before 1854 as the Superintendent of Public Instruction in his report for that year says that he had visited a number of union or graded schools in the larger towns of the state. These schools offered higher education. He says, "..... a child entering the primary department without a knowledge of the alphabet can advance from one department to another ..... until he graduates from the highest department with a thorough practical education and fitted it may be to enter the university or college".<sup>2</sup>

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1. Voice of Iowa, April, 1857, p. 117.

2. Report of Superintendent of Public Instruction, 1854 pp. 160-161.



It is difficult to say which town established the first school of higher grades. Probably the same thing took place about the same time in Tipton and Dubuque. The Iowa Normal Monthly gives credit for the establishment of the first schools as follows; "In 1856 Dubuque organized the first "high school". Professor Sam Chase being the first principal. The next year Professor A. S. Kissell ..... established the high school at Davenport. Probably in 1856 Professor C. C. Nestlerode established the first 'union' school at Tipton".<sup>1</sup>

Legal basis had been given for the study of higher branches in 1849<sup>2</sup> and repeated in 1857<sup>3</sup>. In 1861 the Davenport City High School was definitely established as part of the school system<sup>4</sup> and in 1864 high schools were established in Burlington, Muscatine and Des Moines.<sup>5</sup> These proved successful and many others followed. In 1865 there were eighteen public high schools located in Iowa as follows; Clarksville, West Union, McGregor, Independence, Manchester, Burlington, Dubuque, Anamosa, Vinton, Des Moines, Oskaloosa, Cedar Rapids, Tipton, Davenport, Muscatine, Mount Pleasant, Washington and Iowa City.<sup>6</sup>

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1. Iowa Normal Monthly, Historical Souvenir, 1830-1889, p.291.
2. Laws of Iowa, 1849, p. 100.
3. Laws of Iowa, 1857, p. 237. 1858, p. 79.
4. Downer, History of Davenport and Scott County Vol.1, p.934.
5. Aurner, op. cit. p. 212.
6. Iowa Normal Monthly, vol. 12, p. 440.



References from the current school literature indicate the feeling of the people toward the establishment of the public high school. In 1867 the high schools of the state are spoken of as "prosperous"<sup>1</sup> and in 1869, the following statement occurs in an editorial, "we do not know of any one agency in the state so essential to educational progress as that of well established high schools in every densely populated community."<sup>2</sup> In 1868 Franklin Wells says, "The high school ... stands with open doors inviting all to receive a higher education, without money or without price."<sup>3</sup> No adverse criticism appears and clearly there was a growing public interest in higher instruction.

By 1870 the public high school had been legalized, firmly established as part of the school system and well started toward its development. It continued to grow rapidly. In 1871 there were forty high schools in Iowa, twenty-three of which had well defined courses of study, and the people's interest in them was increasing.<sup>4</sup> The State Teachers' Association had a high school section in their program for that year, discussing course of study, requirements for admission to high school and other distinctive problems.<sup>5</sup> In 1874 the high schools are reported as "generally popular and rapidly multiplying".<sup>6</sup> West Des Moines had three teachers and one hundred forty-three pupils that year.<sup>7</sup> In 1889 one hundred twenty high schools existed.<sup>8</sup> The number had grown to one hundred sixty-five in 1892.

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1. Iowa Instructor and School Journal 1867. Vol. 8, p. 141.
2. Iowa School Journal 1869, p. 6.
3. Ibid, Vol. 9, No. 12, p. 376.
4. Iowa School Report 1870-71, p. 114.
5. Iowa School Journal, Vol. 11, No. 11. (Aug. 1870) p. 338.
6. Iowa School Report 1874-75, p. 38.
7. Report of Commissioner of Education 1874, p. 117.
8. Iowa School Report 1889, p. 70.



### Accrediting And Inspection.

The earliest attempt at classification of high schools was in 1870, when the State Teachers' Association called the work of one class for the year a grade and the first year of the high school the ninth grade, and adopted a course of study for high schools.<sup>1</sup> The work of accrediting high schools as preparatory schools was begun early. In 1872 the University announced in its catalogue that it would receive without examination pupils from high schools and academies in which the course of study was the same as the preparatory course in the catalogue for sub-freshmen. Three years later this privilege was extended to such schools as should be approved by the faculty of the University, these schools to be visited at their request.<sup>2</sup> In 1891 they began to print in their catalogues lists of accepted schools. During all this early period schools were approved or not according to their course of study. Not much, if any, visiting of schools was done. In 1883 a committee was appointed by the College Professors' Section of the Iowa State Teachers' Association to confer with a committee from the Superintendents and Principals' Section on uniformity of requirements for college entrance. From 1884 to 1888 the college and university department of the Educational Council had committees studying and reporting on high school problems.<sup>3</sup> This work culminated in 1888 with the adoption by the

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1. Iowa School Report 1878-79, p. 39.

2. Iowa State Board of Education, Bulletins 2, 3 and 4 of Board of Secondary School Relations, p. 11.

3. Ibid, p. 11 ff.



general association of the report of a committee representing the University, Normal School, denominational colleges and city high schools. This report recommended that high schools be classified according to the course of study; high schools having a four year course to be of the first class, those having a three year course to be of the second class and those having a two year course to be of the third class. The details of the minimum of work for high schools of the first class were determined. Students graduating from first class high schools, properly certificated by principals, were to be admitted to freshman class in college without further evidence of preparation. Twenty-nine of the existing high schools were ranked as first class the first year.

In 1891 a committee of the Board of Regents which had been petitioned to help bring the University and high school into closer relation, made a report which was accepted. This report included the first definite scheme of inspection. The plan was to count certain schools accredited if the faculty of the University was satisfied as to the course of study, methods of teaching and facilities of each, all such to be inspected by the University and required to make annual reports.<sup>1</sup> Thus the first class high schools, after proper inspection were to be called accredited high schools.

The work of inspection was at first undertaken by the Professor of Pedagogy in connection with his other work. In 1900 the Board of Regents appointed Professor McConnell to devote his entire time to this work. After one year Dr.

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1. Ibid pp. 14-15.



J. F. Brown was appointed. During the four years he held this office the work was well systematized and organized. In 1905 Mr. F. C. Ensign was appointed and he continued to serve until 1910.<sup>1</sup>

In his report for 1906 State Superintendent Riggs suggested that while the high school has a close relation to the college, it does not exist for the college and should be under supervision free from connection with the college yet friendly to it. In 1910 a Board on Secondary Relations was created under the authority of the State Board of Education. After consultations with representatives of the University and the other State Colleges the Board on Secondary School Relations concluded to appoint an inspector of high schools as representing the State Board of Education and through it, all three of the institutions, thus bringing about uniformity of inspection. Mr. P. E. McCleennahan was appointed as inspector.<sup>2</sup> The appointment was made under the authority granted by statute to employ such help as is deemed necessary to aid the finance committee,<sup>3</sup> as it was not until 1913 that the Superintendent was authorized by law to appoint inspectors.<sup>4</sup> Since Mr. McCleennahan's appointment the office has remained in direct connection with the state board. A committee from the three institutions adopted uniform freshman entrance requirements and a plan for accrediting high schools. The plan was approved by the State Board of Education. It is as follows:

1. Ibid pp. 16 to 25.
2. Ibid p. 23 ff.
3. First Bi-ennial Report of Iowa State Board 1908 to 1910 p.35.
4. Laws of Iowa 1913.
5. State Board of Education Bulletin No. 1. of Board on Secondary Relations, p. 10.



## General Standards.

1. The course of study shall require of each pupil not more than four recitations daily and shall rest upon an elementary course of not less than eight years of thirty-six weeks each.
2. The number of daily periods of class room instruction given by any one teacher shall not exceed seven, each forty minutes long.
3. If all teachers of a school are graduates of standard colleges the school will be regarded as meeting the requirements for scholastic attainment of the teaching force. If one or more teachers are not such graduates the Board shall use its judgment in determining the sufficiency of scholastic attainment of such teacher or teachers.
4. Laboratory and library facilities and character of text books shall be adequate to the needs of instruction in the subjects taught.
5. The quality of instruction, the spirit of the school and condition of the school building shall be such as to make possible satisfactory scholarship.

For the purpose of administration in accrediting, the schools were divided into groups. Group Number One consisted of schools meeting the general standards and the following specific standards.

1. At least fifteen units for graduation.
2. A course of study meeting requirements for unconditioned entrance upon all the four year college courses in said institution.
3. The number of daily periods of class room instruction not to exceed six, each to extend forty minutes in the clear.



4. The number of pupils not to exceed an average of thirty for each teacher.
5. A minimum teaching force of four teachers of academic subjects, exclusive of the superintendent.
6. Quality of the teachers' instructions and character of students' scholarship as determined both by inspection and by college records of graduates to be of a notably high order.

Group Number Two consisted of schools not classified in Group One but meeting the general standards and the following specific standards.

1. At least fifteen units for graduation.
2. A course of study meeting requirements for unconditioned entrance upon liberal arts or general collegiate courses in said institution.
3. Minimum high school teaching force of three teachers including superintendent.
4. Minimum teaching force in elementary grades of four.

A third group was formed of schools meeting the general requirements but requiring only twelve units for graduation and with the minimum teaching force of two for the high school and four in the elementary grades.

This plan with very little change remained until 1919 when there was an overlapping of the accredited and approved schools. Then a joint committee and faculties of the institutions passed a resolution relative to the work and the state institutions dropped this list of accredited schools.<sup>1</sup>

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1. Report of Department of Public Instruction 1920 p. 26.



In 1912 the inspection of secondary schools is spoken of as one of the most useful agencies in the furtherance of the State Board's work.<sup>1</sup> Superintendent McClennahan said in 1914, "As the idea develops of having an articulated system of education from the kindergarten through the college or university for this commonwealth of more than two million people, the function of accrediting and inspection becomes clearer. Without legislative enactment but by a process of evolution there has developed in Iowa during the past forty years a method of articulation of elementary, secondary and higher schools that has been far reaching in its influence and efficient in its administration. It has the sanction of custom and could have been no more potent by statutory action because it is the intelligent expression of the ideas of conscientious and practical educators."<sup>2</sup> There were three hundred and nineteen accredited high schools in the state in 1914. According to the statement of the Superintendent, ninety per cent of the pupils enrolled in high schools were directly and constructively supervised by the board of education.<sup>3</sup>

The accompanying table gives the number of Iowa schools accredited under the auspices of the University and the State Board since 1881. From 1881 to 1884 no difference was made between the schools partially and fully accredited. The same is true since 1911. Before 1893 schools were accredited on inspection of the course of study. From 1893 to 1895 there was no accredited list published. After 1900 a regular high school

1. Second Biennial Report of Iowa State Board 1910-1912, p.27.

2., Third Biennial Report of Iowa State Board 1912-1914, p. 23.

3. Ibid pp. 23 to 37.



inspector devoted his entire time to the work and no school was accredited without personal inspection.<sup>1</sup>

Year	Fully Accredited	Partially Accredited	Accredited
1881			19
1882			25
1883			34
1884			36
1885	17	28	
1886	17	31	
1887	19	32	
1888	25	37	
1889	29	40	
1890	33	43	
1891	35	45	
1896	68	29	
1897	91	44	
1898	100	54	
1899	102	63	
1900	107	69	
1901	118	65	
1902	120	63	
1903	120	63	
1904	138	58	
1905	162	40	
1906	173	47	
1907	183	44	
1908	195	49	
1909	194	49	
1910			
1911			237
1912			237
1913			273
1914			319
1916			375

#### North Central Association.

The work of accrediting high schools has been reinforced by the North Central Association of Colleges and Secondary Schools. This Association is one of a number for the great districts of the United States. It is purely voluntary and stimulates education by the presentation of standards free from political, local, or financial influence. It was organized in

- I. Iowa State Board of Education Bulletins 2-3 and 4 on Board of Secondary School Relations. p. 36.
2. First Biennial Report of Iowa State Board of Education, 1908-10, p. 47.



1895 by prominent educators of the Mississippi Valley, because they felt the need of some organization that would be recognized not only in one state but in all states represented in the association. The work done by this association in establishing standards and in increasing educational efficiency has been recognized by educators all over the country. Many colleges that have never followed anything but an examination system for college entrance have recently recognized the work of this association and now admit students who come from secondary schools accredited by the association. Through this association, the schools of Iowa are affiliated with schools in sixteen other states.

At an annual meeting of the representatives from the best secondary schools, college officers and state inspectors, the schools are accredited for one year.<sup>1</sup> The standards of the association are higher with respect to the teaching force than those set up by the State Board. In the schools accredited by the association, the minimum attainment of teachers in academic subjects must be equivalent to graduation from colleges belonging to the association, requiring the completion of a four year course or one hundred twenty semester hours in advance of a standard four year high school course and including at least eleven semester hours in education. This must include special study of the subject matter and pedagogy of the subject taught. The association also puts emphasis on efficiency of instruction, acquired habits of thought and study and the general intellectual and moral tone of the school. These things are determined by inspection.<sup>2</sup>

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1. Report of Iowa State Board 1916. p. 47

2. Proceedings of the North Central Association of Colleges and Secondary Schools 1921. p. 22.



Iowa schools were on the list of those accredited by this association from the beginning. In 1910 there were fifty-seven, in 1914 sixty-five and in 1921 eighty-nine high schools accredited by the North Central Association.<sup>1</sup>

The accrediting of high schools by the University, the State Board and the North Central Association has been a powerful factor in their development. It has brought about a uniformity of standards and has been a strong incentive to improve buildings, teaching force and course of study. Probably in the effort to bring the course of study up to requirements subjects of practical value were omitted. This was especially true in the case of the smaller schools.

#### The Normal Training High School.

During the time that accrediting and inspection of high schools was being worked out and perfected, another factor in their development was gradually appearing. There was felt the need of emphasis on the main purpose for which the high school was founded, not simply as preparatory schools but as a "people's college". A reorganization and readjustment along many lines in the school curriculum was urged, and the importance of vocational and physical education stressed. As will be seen in Chapter Four the curriculum had been gradually broadening, manual training, home economics and agriculture had been introduced into many schools.

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1. Ibid p. 83.

2. Iowa School Report 1913 and 14. p. 54. ff.



In direct accord with this effort to make the schools serve the community was the movement to train teachers for the rural schools in the high schools of the state. As early as 1881 the State Superintendent had definitely recommended some provision for training teachers. "Our high schools should do one thing for the education of the masses which but few undertake to do at the present time. They should furnish normal training to all who desire to teach".<sup>1</sup> The establishment of county high schools had been urged for this reason. The supplying of teachers for the rural schools had always been a big problem. In the report of 1906 the Superintendent said, "It is entirely feasible for the state to commission strong high schools in all parts of the state to offer a year's course in advance of the regular work of the school and for the benefit of prospective teachers".<sup>2</sup>

In 1911 the law establishing normal training courses in high schools was passed.<sup>3</sup> Certain high schools were to be designated by the Superintendent as normal training high schools. They were to offer a teacher's course in Arithmetic, Grammar and Reading and were to give instruction in Home Economics, Agriculture and Pedagogy. Each high school thus designated which offered the above course and maintained a class of ten was to receive annually from the state five hundred dollars. This was later raised to seven hundred and fifty dollars.<sup>4</sup>

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1. Iowa School Report 1881. p. 29.

2. Iowa School Report 1906. p. 20.

3. Laws of Iowa 1911. p. 146.

4. Iowa School Report 1911-12. p. 34.



These schools were popular from the beginning. Forty schools were chosen the first year. In 1914 the number was raised to one hundred and thirty and in 1915 to one hundred and sixty-three.<sup>1</sup> The regulations were all in the hands of the State Board and from time to time improvement has been made in the course of study. These schools have done much to help in the teacher problem and to improve a course of study. "The High School Normal Training Law has done more in the last three in transforming the course of study in high schools than anything that has ever been done in the state. Our high schools are now more nearly meeting the needs of the community. It has meant better buildings, better equipment, better teachers and more practical courses of study."<sup>2</sup> The following table shows the growth of normal training work for the first seven years;<sup>3</sup>

Year	Number of Schools	Enrollment in N.T. Classes	Average No. in each school	Total No. Certificates issued.
1911-12	40	634	15	
1912-13	93	1400	15	180
1913-14	152	3279	17	806
1914-15	163	3100	19	1649
1915-16	167	3501	21	3750
1916-17	170	3560	21	2935
1917-18	172	3672	21	2970

#### Consolidated and County High Schools.

Consolidated schools were slow in getting started in Iowa and not much can be found about the work of the higher grades in these schools. The period of development has been since 1900. In that year consolidation was tried in twenty-eight counties, the patrons in twenty counties were reported as well satisfied.

1. Iowa School Report 1912-14. p. 80.

2. Ibid p. 15.

3. Iowa School Report 1914-16 p. XXIX.



In eight counties there was some dissatisfaction owing generally to bad roads.<sup>1</sup> In 1912 there were only eighteen consolidated schools in the state. The number had reached seventy in 1914 and in 1916 one hundred eighty-seven consolidated schools had been organized and it is said that "high school advantages have been or will be provided in practically every instance."<sup>2</sup> The reason for the increased number during this period was that state aid had been given these schools by law.<sup>3</sup>

Under this statute those that taught Agriculture and Home Economics or other vocational subjects under conditions meeting the approval of the board were to receive from the state a certain amount of money to be used toward the equipment for the teaching of such subjects and also an annual amount to be used in carrying out the work. The size of the school determined the amount received. This law stimulated the people to establish schools that would meet the requirements and help toward a uniformity of the courses of study as well as assuring the teaching of vocational subjects. Thus the small high schools too came under the direction and control of the state.

The history of the county high school in Iowa is interesting. The purpose in the first plan for county high schools was to prepare teachers and also serve as the school for the young people of the county. State Superintendent M. L. Fisher proposed in 1857, that all populous and wealthy counties should be required by law to establish such schools. In 1859 a law was passed author-

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1. Iowa School Report, 1900-1901. p. 73.

2. Iowa School Report, 1914-1916. p. XXVII.

3. Laws of Iowa, 1913. p. 368.



izing the county board to establish such a school if they considered it advisable.<sup>1</sup> In several counties the attempt was made but the only one organized was at Albion, Marshall County, before the failure of the law. The present law was enacted in 1870 and amended in 1873.<sup>2</sup> Evidently the city high schools and colleges had taken the place of such schools and only one county high school was established under this law.

This school was at Panora, Guthrie County. It was opened in 1876 and seems to have been very successful.<sup>3</sup> In 1893 it is spoken of as having produced excellent results. Because of it the rural schools near had been supplied with better teachers. At that time it had a total of one hundred thirty-eight graduates and an annual enrollment of two hundred twenty-five. Tuition was free to all residents of the county. A large percentage of its students were preparing themselves for teaching in the district schools and special attention was given to that, but other courses were offered including a college preparatory course.<sup>4</sup> "For the institution there was no precedent in Iowa, and it constitutes the only successful effort under the law of 1870."<sup>5</sup> It is strange that more of these schools were not established because although the city high schools provided preparatory work, schools to prepare teachers were always needed. Probably the normal training high school and the consolidated high school have taken the place of the county high school as originally planned.

1. Laws of Iowa 1858, p. 79.

2. Code of 1873. p. 314.

3. Aurner op. cit. p. 198.

4. Iowa School Report 1892-93. p. 37.

5. Aurner op. cit. p. 199.



### The Approved High School.

A very important factor in the development of all types of the high school has been the free tuition law enacted in 1911.<sup>1</sup> It provided the opportunity of a high school education for practically all of the children of the state. Any person of school age resident of a school corporation that did not provide an approved high school could, under the provisions of this law, attend any a proved high school in the state and the corporation in which he lived would be forced to pay his tuition. This law naturally increased the high school enrollment very materially in the years that followed. In 1919 more than one fourth of the enrollment in approved high schools were tuition pupils and the number of non-resident pupils was increasing every year.<sup>2</sup>

In order to give equal educational privileges to all it became necessary to inspect and classify the schools of the state and to "place a mark of approval upon schools of the state prepared to give face value for tuition paid them".<sup>3</sup> The state department was authorized to appoint a force of inspectors to help in the work of supervising schools.<sup>4</sup> They began to inspect all schools and to classify them as approved for one, two, three and four years of high school work. The standards were practically the same as those for the accredited schools. The accredited schools became approved schools. The fact that the districts with approved schools were not required to pay tuition and might collect it from other districts gave the department added power to enforce

1. Laws of Iowa 1911. p. 163.

2. Iowa School Report 1919.

3. Iowa School Report 1914-15. p. XVI.

4. Laws of Iowa 1913. p. 83.

5. Biennial Report of Superintendent of Public Instruction 1920. p. 53



its classification and the work advanced rapidly. The number of approved standard high schools was five hundred sixty-nine in 1918 and seven hundred and ninety-two in 1930.<sup>1</sup>

In 1920 the high school situation was given in the Superintendent's Report as follows: "The public high schools of the state are divided into approved, consolidated and normal training. An approved school is one that has been inspected and standardized by the Department of Public Instruction. All high schools must be approved if they desire to receive tuition for non-resident pupils. The consolidated school is organized under a special statute, receives aid for equipment and maintenance, and must give special emphasis to vocational subjects, with greatest stress upon Manual Training, Domestic Science and Agriculture. The normal training high school is in reality only a department in a high school with special emphasis on methods of teaching. Inspectors are annually visiting these various types of schools."<sup>2</sup> The report for that year gives six hundred and thirty-nine schools approved for four year high schools; eighty for three year high schools; sixty-seven for two year high schools and fourteen for one year high schools.<sup>3</sup> Six hundred and thirty-nine approved or accredited high schools in 1920 compared with three hundred and seventy-five shows clearly the rapid growth of the recent period.

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1. Ibid.

2. Report of Supt. of Pub. Instr. 1919-1920. p. 31.

3. Ibid. p. 52.



Public Criticism.

In the beginning the high schools were very popular but as they developed they were criticized. In 1878 there began to be a feeling of opposition. They were criticized for enlarging beyond the financial ability and necessities of the case.<sup>1</sup> As the work of classification developed and minimum requirements were laid down by higher institutions, there was a tendency to forget the broader purpose of the high school and to put too much emphasis on the function of fitting for college. In one of the leading magazines of the country there appeared an article in the year 1889, on the state of Iowa. This article contained serious criticism of the high school. The following is quoted from it: "The purpose of this school system was primarily to educate the youth in the elements of an English education in reading, writing, arithmetic, orthography, geography, grammar and history. In some of the more ambitious towns and cities there has been engrafted upon this, and paid for from the same source, what is often called the high school or grammar school, in which are taught in addition to the subjects just mentioned the dead languages, often Latin, sometimes Greek, German and French. These schools in the larger cities are to some extent the equivalent of lower grades of colleges, which perhaps should never have been started. It is, however, becoming a question, and a grave one, in the state, whether these high schools are not a violation of the spirit and purpose found in the statutes, which were intended to establish what we under-

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1. Iowa School Report, 1878-1879. p. 47.



stand by the words a common school system.<sup>1</sup> Superintendent Sabin answered the criticism by quoting from early reports to show that the high school was not "engrafted on the system" and is in no way a violation of the spirit and purpose of the law.<sup>2</sup>

In the report for 1892 and 93, high schools are urged to change their courses as some are "dangerously topheavy". It is said that many are carrying too many studies and studies beyond the grasp of the immature minds of their pupils. On the program for the meeting of the State Teachers' Association in 1893 there was a paper read on "How can our high schools be made more popular with the masses".<sup>3</sup> In 1894 it was said that there was a disposition to give prominence to high schools in relation to institutions above and not to the schools below which are more important.<sup>4</sup> In 1897 many high schools were criticized by the Superintendent for attempting too much.<sup>5</sup> It is emphasized in a paper read at the State Teachers' Association for 1896, that the high school is a preparatory school not necessarily for college but for any kind of usefulness; that its spirit must be broad and liberal and that it must not "ape the college".<sup>6</sup> At the same meeting an address by R. C. Barrett contains the statement, "Our high schools are not overgrown district schools nor 'feeders' alone for our colleges and universities. They are the colleges for the common people".<sup>7</sup> He goes on to urge special requirements for high school teachers and the offering of courses for others besides those going to college.

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1. Miller, J. The State of Iowa, Harper's Magazine, July, 1889. p. 73.
2. Iowa School Report 1889. p. 69.
3. Iowa School Report 1893. p. 79.
4. Proceedings of I.S.T.A. 1894. pp. 120-121.
5. Iowa School Report 1896-97. p. 137.
6. Proceedings of I.S.T.A. 1896. p. 118.
7. Ibid. p. 27.



Certain educators kept in mind the real purpose of the high school but it seemed necessary to remind many teachers and administrators that while the work of college preparation was very important, it was not/only purpose nor yet the main purpose for which the schools were founded. The period of greatest criticism was between 1888 and 1900 when the high schools concentrated on preparation for college. After 1900 the curriculum gradually broadened; the high school became of more service to the community and not so much criticism was found.

The sentiment of recent years is expressed in the following quotation; "This is coming to be the age of the universal high school. The high school today is considered as important in educational preparation as elementary schools were a generation ago. The establishment of rapidly increasing number of high schools in the state and the constant raising of the standard of high schools already organized attest to the general interest of the high school in Iowa." <sup>1</sup>

#### The Junior High School.

A recent development of importance in the school system that should be considered is the introduction of the junior high school. Before 1900 several educators in this country had begun to make a change in the grouping of the grades of the public school so as to better adapt education to the needs of the pre-adolescent and adolescent periods. Between 1900 and 1910 various plans were tried and by 1916<sup>2</sup> almost every state had one or more

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1. Iowa Educational Directory 1918-19. p. 47.

2. Bennett, G. V. The Junior High School. p. 9.



junior high schools. The old plan of organization of eight years for the primary school and four years for the high school was not considered the best division possible. Statistical studies showed a high rate of pupil mortality at the sixth grade and the feeling grew that many features of the elementary school were unsuited to the children of the upper grade.<sup>1</sup> A separate division, including the seventh, eighth and ninth grades was tried.

The history of the junior high school movement in Iowa is not easy to trace. In 1905 Marshalltown had the eighth grade of its school system departmentalized and conducted in the high school building. In 1917 a committee of the Educational Council reported the results of an investigation they had made concerning the junior high school in Iowa, to the State Teachers' Association. They had reports from forty-four high schools, five of which reported junior high schools. Clinton had a separate school for the eighth and ninth grades; Marion for the seventh and eighth grades; Clarion, Newton and East Waterloo had schools for the seventh and eighth grades with plans to include the ninth grade; Davenport and Carroll reported plans under way to establish junior high schools in the near future. These schools evidently have developed rapidly as in 1930 there were thirty-six Iowa schools which claimed junior high schools.<sup>2</sup>

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1. Kocs, L. V. The Junior High School. pp. 2 and 3.

2. Bennett op. cit. p. 32

3. The Junior High School Clearing House vol. 1. No. 2. p. 17.



Summary.

The public high school was established before 1870 and grew rapidly. The work of accrediting high schools was begun early in their history by the University. The State Teachers' Association and the other higher institutions of learning of the state helped in the work and it was finally completed by the adoption of standards and a system of inspection by the state board. This work has been reinforced by the North Central Association of Colleges and Secondary Schools. The Normal Training High School, established by law for the purpose of training teachers for the rural schools, has been successful in every way and has been a help toward better equipment, teaching force and course of study in all high schools. Consolidated schools, which emphasized vocational education, advanced slowly at first but after receiving aid from the state have had a period of great development and usefulness. Although it has been satisfactory there is only one county high school in Iowa. The free tuition law has increased high school enrollment and helped to bring complete classification of all the high schools in the state. The last ten years have been a period of very rapid growth. The time of severest criticism of the high school was between 1888 and 1900, when it emphasized college preparation to the exclusion of practical courses. The later developments have made the high school of more practical service to the community and less criticism is found. Junior high schools have been established in many towns in Iowa.



## CHAPTER IV.

## CURRICULUM AND TEACHERS.

Characteristics of Early Courses.

The examination of a number of early courses of study shows that they had certain characteristics in common. The course at Tipton has not been preserved in any available record but it is described in a letter, written by John W. Reeder on May 20th, 1914. Mr. Reeder was both a student and a teacher under C. C. Nestlerode, the founder of this early union school.<sup>1</sup> In this, Mr. Reeder said that two divisions were organized, a first and second division. In the beginning both pursued the same subjects but classification was so adjusted that the second group after a definite experience was qualified to carry other lines in addition to those assigned to the first. Higher Arithmetic, Algebra, Geometry, German and Latin were introduced into the second division. In 1858 Chemistry was included.

The course at Dubuque in 1858 was as follows:<sup>2</sup>

## First Year.

Higher Arithmetic; Elementary Algebra; English History; Analytical Grammar; Physiology; Constitution of the United States; Rhetorical Reading; Spelling by Writing; Declamation and Music.

## Second Year.

Natural Philosophy; Higher Algebra; Geometry; Bookkeeping; Ancient History; Rhetorical Reading; Declamation; Composition and Music.

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1. Turner, op. cit., vol. 3, p. 280.

2. Ibid., p. 281.



## Third Year.

Higher Algebra; Geometry; Trigonometry; Botany; Rhetoric; Analysis of Language; Chemistry; Astronomy; Declamation; Composition and Music.

## Fourth Year.

Mechanical Philosophy; Surveying; Engineering; Analytical Geometry; Physiology; Meteorology; Elements of Criticism; Review of History; Political Economy; Mental Philosophy and Logic.

The course at Mt. Pleasant, 1863.

## First Year.

First Term:

English Grammar; Written Arithmetic, beginning with decimal fractions; Writing, Elementary Composition; Reading and Spelling.

Second Term:

Grammar; Written Arithmetic; Writing; Mental Arithmetic; Reading and Spelling.

Third Term:

Grammar, Finished; Arithmetic, Finished; Descriptive Geography; Writing; Reading and Spelling.

## Second Year.

First Term:

Algebra; Latin Grammar; Rhetoric and Composition; Reading in such cases as the principal shall deem advisable.

Second Term:

Algebra; Latin Grammar and Reader; Physical Geography.

Third Term:

Algebra; Latin-Caesar's Commentaries; Astronomy.

## Third Year.

First Term:

Geometry; Virgil; Chemistry.



Second Term:

Geometry; Virgil; Physiology.

Third Term:

Geometry; Cicero's Orations; Geology.

Fourth Year.

First Term:

Trigonometry; Intellectual Philosophy; Logic; Moral Philosophy.

Second Term:

Surveying and Navigation; Physics; Natural Theology.

Third Term:

Engineering; Constitution of United States; Evidence of

Christianity; Elocution with Critical Readings.

Bookkeeping, Botany or Mineralogy might be substituted for portions of the required Latin in this arrangement. Essays or declamations once a week were required of all without exception.

Course of study for Burlington, 1865.

English Course.

First Year.

First Term:

Arithmetic; English Grammar; Physiology.

Second Term:

Arithmetic; Algebra; English Grammar; Physiology.

Third Term:

Algebra; Constitution of United States and Iowa; Bookkeeping; English Language.

Second Year.

First Term:

Algebra; Universal History; Natural Philosophy.

Second Term:

Geometry; Universal History, completed; Natural Philosophy, completed.



Third Term:

Geometry; Ancient Geography; Rhetoric.

Third Year.

First Term:

Geometry; Trigonometry; Chemistry; Rhetoric.

Second Term:

Trigonometry; Chemistry; Botany.

Third Term:

Surveying; Astronomy; Botany, completed.

Fourth Year.

First Term:

Geology; Natural History; Moral Philosophy.

Second Term:

Geology; Meteorology; Mental Philosophy.

Third Term:

Geology; Reviews of all Previous Studies.

English and Latin Course.

First Year.

First Term:

Arithmetic; English Grammar; Physiology.

Second Term:

Arithmetic; Algebra; Latin; Physical Geography.

Third Term:

Algebra; Latin or German; Constitution of United States;  
Bookkeeping.

Second Year.

First Term:

Algebra; Latin or German; Natural Philosophy.

Second Term:

Geometry; Latin or German; Natural Philosophy.



Third Term:

Geometry; Latin or German; Rhetoric.

Third Year.

First Term:

Geometry; Trigonometry; Latin or German; Rhetoric.

Second Term:

Trigonometry; Latin or German; Chemistry.

Third Term:

Surveying; Latin or German; Chemistry.

Fourth Year.

First Term:

Geology; Latin; Moral Philosophy.

Second Term:

Universal History; Astronomy; Mental Philosophy.

Third Term:

Universal History; Botany; Natural History; Mental Philosophy.



It is clear from a study of these typical courses of the early period that foreign language was considered important; and that a good deal of emphasis was put on mathematics; arithmetic, algebra, geometry, trigonometry, and surveying being included. An influence of the academy is evident in the retaining of such subjects as Natural Philosophy, Moral Philosophy, etc. The course in English is very light even when given as an English course in the Burlington course of study.

Emphasis on College Preparation.

Efforts at uniformity of the course were made, but for a long time each school went its own way. In 1871 a course of study for high schools was adopted by the State Teachers' Association.<sup>1</sup> It was very much like the early courses but contained a little more English and not quite so much philosophy. In 1877 a course adopted in the same manner shows mathematics still very strong, solid geometry having been added.<sup>2</sup> Latin continues but there is still more English. All of these courses plainly stressed preparation for college and comparatively early in its history, criticism appeared concerning this tendency in the high school. In 1880 the following appeared in the superintendent's report for that year, "that the courses of study in our schools are often not adapted to the wants of the community, that they often include studies not fitting for practical life is undoubtedly true, and such errors should be corrected.<sup>3</sup>

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1. Report of Supt. of Public Instr. 1870-1871. p. 114.
2. Parker, History of Ed. in Iowa. p. 58.
3. Report of Supt. of Public Instr. 1880-1881. p. 29.



As the work in accrediting high schools by the university and other higher institutions progressed, the preparatory work continued to be emphasized in the course of study in spite of criticism. In 1889 the minimum of work required of high schools of the first class was

- (a) Higher Algebra through quadratics.
- (b) Plane Geometry.
- (c) Latin, Caesar, four books; Virgil, six books and Cicero, four orations; Prose Composition and easy reading.
- (d) One year Greek for admission to classical course or equivalent in German or Plane Trigonometry, Solid and Spherical Geometry and Structural Botany.
- (e) Physiology, Physical Geography, Botany, Elementary Physics.
- (f) Rhetoric and Literature, four terms' work.
- (g) Civics, General History, Drawing.

In the English course of four years, as equivalent for the Latin; Bookkeeping, Commercial Arithmetic, Zoology, Political Economy, Astronomy and Chemistry could be substituted. It is easy to see that schools complying with the demands of this course would not have much time for other subjects. Comparing this course with the earlier one changes are seen; the Philosophies have disappeared and Science and History are given a place.

In 1890 Council Bluffs added a business course and in 1893 they offered classical, Latin, scientific, English, German and business courses. The course in Burlington in 1895

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1. Report of Supt. of Public Instr. 1889. pp. 69-72.



was very similar to the earlier course given, except for the introduction of the business course. West Des Moines in 1894 and 1895 had two business courses, a two year course and a four year course; a modern language course including two years of German and one of French; a classical course requiring four years of Latin; a scientific course; a classical course requiring four years' Latin and two years' Greek. Four years of English was required in each course.

In the principal's report for 1893 of the Sioux City High School the statement is made that additional work has been placed in each department, with the view of making/work more symmetrical, and of qualifying the pupil for admission to the highest colleges and universities of the United States. In that year they offered a classical course requiring four years of Latin and two of Greek; a Latin course containing four years' Latin, a German course of three years, a commercial course and an English course. It is clear that in spite of the introduction of business courses the emphasis was still strong on college preparation.

In 1895 a committee reporting to the Iowa State Teachers' Association concerning a plan for uniformity for high school work said that some of the high schools seemed to be nothing more than extensions of the grammar school and some had taken on subjects belonging to the college curriculum.<sup>1</sup> As they were organized at that time a satisfactory classification was impractical. There was nothing approaching any degree of uniformity<sup>2</sup> in their courses of study.

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1. Aurner, op. cit., p. 347.

2. Iowa School Report, 1894-1895. p. 143.



In 1899 a preliminary report of the Committee of Twelve, appointed by the State Teachers' Association to revise and frame a suitable course of study contained the following: "The aim of the high school was not to fit for college. People do not and will not consider it specifically a college preparatory school. No more is it a school to fit for business occupations, mechanical pursuits or professions. Its specific purpose is to fit the pupil for the duties of life."

The Superintendent of Public Instruction had been authorized to prepare a course of study.<sup>1</sup> He cooperated with this committee of the association. The Latin Scientific course as it was published in the High School Manual in 1901 is given below.<sup>2</sup>

First Year.

Latin.

Algebra.

English.

History (Ancient preferred).

Second Year.

Latin

Algebra (one half year)

Concrete Geometry

English

History (Modern or Adv. U.S.)

Science (From Group A)

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1. Laws of Iowa 1913 p. 73.

2. High School Manual 1901. pp. 27-28.



## Third Year.

Latin

Plane Geometry

English

French, German or Greek (Option A)

## Fourth Year.

Latin

English

Physics

Political Economy (One half year)

Civics (One half year)

French, German or Greek (Option B)

## Options.

Group A Science.

Second Year of Course; Botany, first choice; Zoology second choice. One half year of either with second half given to Physiography or Physiology or Geology or Astronomy will be accepted.

Third Year of Course; instead of French, German or Greek one full year of Botany, Zoology or Chemistry.

Group B Mathematics.

Second Year; Instead of Concrete Geometry Advanced Arithmetic or Bookkeeping may be taken.

Fourth Year; Instead of French, German or Greek one half year of Solid Geometry or Trigonometry may be taken.



The course contemplates nineteen recitations per week; Music, Drawing and Manual Training may be pursued in addition to these if desired; otherwise not more than twenty recitations per week.

In comparing this course with the early ones changes are seen. There is the change from the three term to the semester plan. The most significant change is the offering of options. Although four years of Latin are still required there is a choice of Greek, French or German and a science or mathematical subject may be substituted for any one of them. Music, Drawing and Manual Training are allowed for one credit. The course is still narrow and distinctly a college preparatory course but there is a promise of the introduction of more practical courses and the beginning of an elective system.

#### Emphasis on Practical Subjects.

After 1900 the majority of courses show a change. In the High School Manual for 1900 the course of study is spoken of as having been modified in all of its phases and enlarged until "almost everything taught in any sort of school is today offered to the children and youth who enroll and accept the free instruction thus granted." The high school is the connecting link between the elementary schools and the higher institutions and it is also a school to fit pupils for the practical things of life.<sup>1</sup>

In 1901 East Des Moines was pursuing a new course of study. Certain subjects were required of all for graduation.

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1. Report of Supt. of Pub. Inst. 1903. p. 17.



Others were required only in certain courses. Thirty-three credits were required for graduation, a semester being the unit. One credit was given for Music and Drawing if pursued for four years. In 1906 Burlington required twenty-two credits as follows: Latin or German 4, Mathematics 4, Science or Industrial or Commercial Subjects 4, English 8, History, Civics, Economics 2. The remaining ten required for graduation were elective. During the last two years of the course English was the only required subject.

Before 1900 very few schools had Manual Training in their courses. West Des Moines, which seems to have been a pioneer in this work, had offered it for several years. They reported their courses in Manual Training for high schools considerably improved in the year 1899. At that time it was an elective and was usually taken the first two years of the course.<sup>1</sup> In 1901 East Waterloo and Iowa City had mechanical drawing. In the report for 1902 and 1903 the State Superintendent said that there had been a general awakening on this subject. The National Educational Association had done much to stimulate the interest and in 1902 the State Association adopted a report from the Educational Council saying that Manual Training should be introduced into the public schools of Iowa.<sup>2</sup> The following outline for high

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1. Iowa School Report 1901 pp. 433-434.
2. Iowa School Report 1902-3. p. 3.



school work was given at that time.<sup>1</sup>

<u>First Year</u>	<u>Second Year</u>	<u>Third Year</u>
Mechanical Drawing	Mechanical Drawing	Mechanical Drawing
Wood Joining	Wood Carving	Pattern Work
	Wood Turning	

Manual Training and Home Economics were introduced in many more schools of the state soon after this. In 1905 the following schools are reported as having Manual Training in their courses of study.<sup>2</sup>

<u>School</u>	<u>Year Established</u>	<u>School</u>	<u>Year Established</u>
Burlington	1905	Dubuque	1904
Carroll	1901	Ida Grove	1903
Cedar Rapids	1904	Iowa City	1895
Clinton	1903	Le Mars	1905
Davenport		Marshalltown	1902
Decorah	1901	Mason City,	1890
Dennison	1905	Montezuma	1903
Des Moines		Missouri Valley	1904
North High	1902	Oelwein	1904
West High	1888	Onawa	1905

Home Economics was in the course at Davenport in 1888. In 1905 Clinton, Burlington and East Des Moines offered Home Economics. The elementary processes taught were much the same in all. From this time on the number of schools offering these subjects

1. Ibid p. 17.

2. Iowa School Report 1904-5. Part 1. p. 48.



continued to increase, and following the laws concerning vocational education, together with Agriculture they became firmly fixed in the curriculum of both the large and small schools.

At this time the high school situation is spoken of as encouraging with improvement manifest in several directions. "Courses of study are being revised, a college preparatory course and a course that meets the needs of the community are given place side by side and are both good."<sup>1</sup> The smaller schools had a tendency to maintain courses of study inappropriate to the community supporting them. The Educational Council of the State Association in 1913 said, "The present status of secondary education in Iowa is the result of an awakened public sentiment which has made possible the breaking down of traditions regarding the organization and function of the high school and academy..... the time is now opportune in this period of adjustment for the exercise of the utmost care and the soundest of judgment in the making of changes."<sup>2</sup> They thought newer subjects should be introduced into the smaller schools and the other subjects readjusted so that they would more nearly meet the needs of the local community. The passing of the law giving state aid to consolidated schools brought Agriculture, Domestic Science and Manual Training into the course. The free tuition law gave the state department power to enforce uniformity. The following course, approved by the state is found in the majority of the small as well as in the larger high schools today.

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1. Iowa School Report 1903. p. 1.

2. Report of Better Iowa Schools Committee 1913. p. 20. ff.



## Suggestive One Year Course for Approved High Schools.

First Semester

English  
 Algebra  
 General History  
 or  
 Mediaeval and Modern History  
 General Science  
 or  
 Commercial Geography

Second Semester

English  
 Algebra  
 General History  
 or  
 Mediaeval and Modern History  
 General Science  
 or  
 Agriculture

## Two Year Course.

Ninth GradeFirst Semester

English  
 Algebra  
 General Science  
 Bookkeeping

Second Semester

English  
 Algebra  
 General Science  
 Commercial Geography

Tenth Grade

English  
 Plane Geometry  
 Modern History  
 or  
 General History  
 Advanced Physiology

English  
 Plane Geometry  
 Modern History  
 or  
 General History  
 Agriculture

In these courses Manual Training and Domestic Science should be given fifty minutes a week in the seventh and eighth grades. Ninth grade pupils might be allowed to take these subjects with the seventh and eighth grades.<sup>1</sup>

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1. Synopsis of Course of Study, State Dept. of Pub. Inst. 1920.



## Suggestive Three Year Course for Approved High Schools.

Ninth Grade.First Semester

English

Algebra

General Science

Manual Training and  
Domestic Science

or

Ancient and Mediaeval History

Second Semester

English

Algebra

General Science

Manual Training and  
Domestic Science

or

Ancient and Mediaeval History

Tenth Grade

English

Plane Geometry

Modern History

Commercial Geography

English

Plane Geometry

Modern History

Agriculture

Eleventh Grade

English

Advanced Arithmetic

American History

Social Problems and Economics

English

Advanced Physiology

American Government

Commercial Law

## Four Year Course.

Ninth Grade

English

Algebra

General Science

Domestic Science and  
Manual Training

English

Algebra

General Science

Domestic Science and  
Manual TrainingTenth Grade

English

Plane Geometry

Commercial Geography

Ancient and Mediaeval History

English

Plane Geometry

Agriculture

Ancient and Mediaeval  
History



Eleventh GradeFirst Semester

English  
Arithmetic  
Modern History  
Commercial Law  
or  
Foreign Language

Second Semester

English  
Advanced Physiology  
Modern History  
Bookkeeping or Economics  
or  
Foreign Language

Twelfth Grade

English  
Physics  
American History  
Economics and Social  
Problems  
or  
Foreign Language

English  
Physics  
American Government  
Sociology or Industrial  
History  
or  
Foreign Language

In all of these courses the emphasis is put upon practical subjects.

The course in the normal training high schools was outlined  
by the Superintendent of Public Instruction. The original course  
1  
was:

Pedagogy 2 semesters	11th and 12th grades	Civics 1 semester
Reading 1 "	" " " "	Economics 1 "
Arithmetic 1 "	" " " "	Physics 2 "
Grammar 1 "	" " " "	Algebra 3 "
U.S. History 1"	" " " "	Agriculture 1 "
Geography or Physiology 1 semester		Home Economics or Manual Training - 1 semester



From time to time slight changes have been made. Reading was dropped after a few years; the professional course was enlarged, Rural Education, Psychology, Pedagogy and Methods were included in the two years' work with a required amount of observation and practice teaching. The course as presented for 1920 required sixteen units and is as follows:

Normal Training Course for 1921.

Education 2 units	Mathematics $2\frac{1}{2}$ units
English $3\frac{1}{2}$ "	Science including Agriculture 2 units
American History and American Gov't. 1 unit	Home Economics and Manual Training 1 unit
Economics and Social Problems $\frac{1}{2}$ "	Electives $2\frac{1}{2}$ "

Courses of study of the recent period show a remarkable expansion. The approved high schools offer the course as suggested by the Board and in addition many other electives. The following illustrations show the great change that has been made.<sup>1</sup> In 1896 the Boone high school offered two courses, Latin and Scientific. There were no electives at any point in either course of four years until the spring term of the fourth year, when classes in Trigonometry, Political Economy and Shakespeare might be approved. In 1914 Boone had five courses varying in requirements from eleven to twenty-five credits, depending on the course pursued. In 1913 Mason City set forth six distinct aims of their course of study. To prepare for citizenship, for home life, for

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1. Aurner op. cit. p. 370. ff.



the shop, for the office, for teaching an' for professional life.

The courses of study now pursued in the larger high schools show the most recent development of the elective system. Marshalltown in 1920 besides offering the required course for approved schools and normal training had an extensive commercial course, physical training for girls, military drill for boys and a number of other electives including the following work in Music: Mixed Chorus, Girls' Chorus, Boys' Chorus, Girls' Glee Club, Boys' Glee Club, Orchestra, Band, Harmony and Musical History. The only subjects required for graduation were English, Physics, Algebra, Geometry and History.<sup>1</sup>

Dubuque in their course for the same year offered the following groups of related subjects from which the courses were to be selected; English, Mathematics, Social Science, Natural Science, Business, Language, Shop Work, Home Economy, Normal Training, Fine Arts and a Miscellaneous Group including Glee Club, Orchestra and Physical Training.<sup>2</sup>

The course offered in the Des Moines high schools in 1920 and 21 is given as follows:

1. Course of Study, Marshalltown High School, 1920.
2. Course of Study, Dubuque High School, 1920.



## The Studies Offered in Des Moines High Schools 1930-1931.

First Year

<u>GROUP</u>	<u>1st Semester</u>	<u>2nd Semester</u>
ENGLISH	English	English
SOCIAL SCIENCE	Community Civics Ancient History	Community Civics Mediaeval History
LANGUAGE	Latin French	Latin French
MATHEMATICS	Algebra	Algebra
NATURAL SCIENCE	General Science	General Science
COMMERCIAL	Bookkeeping	Bookkeeping
HOME ECONOMICS	Home Economics	Home Economics
INDUSTRIAL	Cabinet Making Mech'l Drawing	Wood Turning Pattern Making Moulding Mech'l Drawing
MUSIC	Cabinet Making Drawing and Furniture Design	Cabinet Making Drawing and Furniture Design
ART	Chorus Singing Glee Club Band Orchestra El. Theory Applied Music	Chorus Singing Glee Club Band Orchestra El. Theory Applied Music
PHYSICAL EDUCATION	Phys. Educ.	Phys. Educ.

Second Year

ENGLISH	English	English
SOCIAL SCIENCE	Mod. History	Mod. History

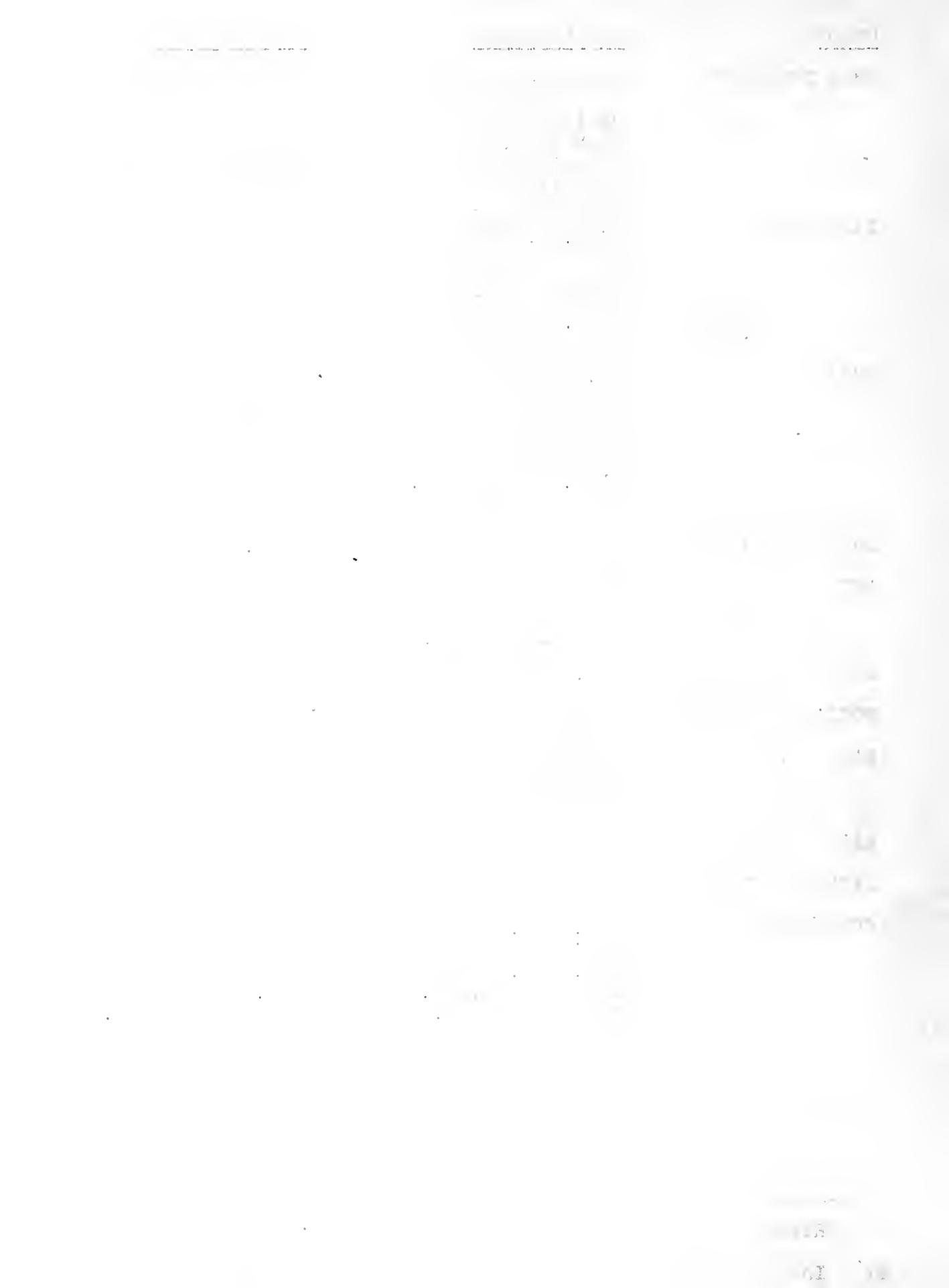
## 1. Course of Study for Des Moines High Schools.



<u>GROUP</u>	<u>1st Semester</u>		<u>2nd Semester</u>
LANGUAGE	Latin French		Latin French
MATHEMATICS	Pl. Geometry		Pl. Geometry
NATURAL SCIENCE	Botany Zoology		Agriculture Physiology
COMMERCIAL	Bookkeeping Shorthand Typewriting		Bookkeeping Shorthand Typewriting
HOME ECONOMICS	Home Economics		Home Economics
	East Forging Mech'l Drawing		Auto Mechanics Mech'l Drawing
INDUSTRIAL	West and North. Drawing and Furniture Design		Wood Turning Drawing and Furniture Design
MUSIC	Chorus Singing Glee Club Band Orchestra Harmony Applied Music		Chorus Singing Glee Club Band Orchestra Harmony Applied Music
ART	Art		Art
PHYSICAL EDUCATION	Phys. Educ.		Phys. Educ.
<u>Third Year.</u>			
ENGLISH	English		English
SOCIAL SCIENCE	American History		American History
LANGUAGE	Latin French Spanish		Latin French Spanish
MATHEMATICS	Algebra		Solid Geometry
NATURAL SCIENCE	Physics Home Hygiene		Physics
COMMERCIAL	Bookkeeping Shorthand Typewriting Com'l Geography		Bookkeeping Shorthand Typewriting Com'l Arithmetic



<u>GROUP</u>		<u>1st Semester</u>	<u>2nd Semester</u>
HOME ECONOMICS		Home Economics	Home Economics
	East	Cabinet Making Wood Turning Pattern Making Moulding Forging Auto Mechanic Mech'l Drawing	Continuation of First Semester
INDUSTRIAL	West and North	Cabinet Making Wood Turning Mech'l Drawing	
MUSIC		Chorus Singing Glee Club Band Orchestra Harmony Hist. and Apprec. Applied Music	Continue First Semester Election
NORMAL TRAINING		Rural Education	Elem. Psychology
ART		Art	Art
		<u>Fourth Year</u>	
ENGLISH		English	English
SOCIAL SCIENCE		Social Problems	Social Problems
LANGUAGE		Latin Spanish French	Latin Spanish French
MATHEMATICS		Algebra	Trigonometry
NATURAL SCIENCE		Chemistry	Chemistry
COMMERCIAL		Bus. Org. Com'l Law Bus. Eng. Intensive Steno. Intensive Bkpg.	Accounting Salesmanship Office Practice Bus. English Intensive Steno. Intensive Bkpg.



<u>GROUP</u>	<u>1st Semester</u>	<u>2nd Semester</u>
MUSIC	Chorus Singing Glee Club Band Orchestra Harmony Counterpoint Hist. and Apprec. Applied Music	
NORMAL TRAINING	Review Arithmetic School Mgt.	Review Grammar Methods
ART	Art	Art

The contrast between these later courses of study and those followed during the early years in the history of the high school and in the period before 1900 is very striking. The old narrow course is gone. College preparatory courses are offered but the emphasis is upon preparation for living. In a great measure the public high school has become "the people's college".

#### Qualifications of Teachers.

There are no laws setting requirements for high school teachers in Iowa. In the laws regarding certification of teachers there is nothing that differentiates the high school teacher's certificate from that of any other teacher. "There is no such thing as a High School Diploma or Certificate."<sup>1</sup> At first no difference was made in the preparation for grade teachers and high school teachers. In 1867 in an educational journal, the teachers are spoken of as "earnest and diligent" but nothing is said of preparation. As time went on each school made its own requirements and they were not uniform; some were very high. Sioux City in 1900 it is stated in the rules and

1. Report of Supt., Iowa Documents, 1904. p. 137.

2. Iowa Instructor and School Journal, 1867, vol. 8. p. 141.



regulations that all high school teachers must be graduates of a college or a university and in addition must have had successful experience in a certain department or must give evidence of special fitness<sup>1</sup>.

Very few references are made to the quality and preparation of teachers in the Superintendents' Reports. In 1902 the high schools are said, as a general rule, to be well equipped and well supplied with teachers educated for their special work<sup>2</sup> but in 1903 there was said to be a strong demand for better qualified teachers and a need of more men teachers<sup>3</sup>. As the schools became accredited there seemed to be a general agreement that four years' work above the high school should be required for high school teachers and many schools had such rules.

In the report for 1905 a table is given showing the preparation of teachers in high school faculties. Of the one thousand three hundred and seventy-three teachers, employed in the four year high schools, one thousand and sixty-seven had had some experience and nine hundred and three held degrees from a college or university. Of the two hundred and sixty, employed in the three year high schools, two hundred were experienced and one hundred and twenty-five

1. Rules and Regulations of Board of Education, Sioux City, 1900.

2. Report of Supt. in Iowa Documents, 1903. p. 34-35.

3. Iowa School Report, 1903. p. 34.



held degrees. Of the ninety-six, employed in two year high schools, seventy-four had experience and twenty-nine held degrees.<sup>1</sup> These figures were taken from the report of three hundred and one, four year high schools, one hundred and seventy, three year high schools and eighty-nine, two year high schools.

In 1911 the following statement is found in the superintendent's report, "While the number of professionally trained teachers is small in comparison to the total number of teachers employed, it is gratifying to report that the number is increasing from year to year, due in no small part to the special attention given to teacher training in a large number of Iowa Colleges. Within the two years ending June 30th, 1910, nine hundred and sixty-nine graduates of Iowa Colleges were licensed to teach in the state."<sup>2</sup>

A committee reporting to the State Association on the present status of secondary education, in 1914, said there were two thousand five hundred teachers teaching in Iowa high schools, many of whom were inexperienced and untrained. The committee urged the need of placing attention upon the necessity of securing teachers who have a type of training which peculiarly fits them for the work in high school.<sup>3</sup>

As the work in inspection advanced the situation became better. With the establishment of the approved schools the problem has been pretty definitely worked out. The following qualifications have been set down by the state

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1. Iowa School Report, 1905, p. 163.

2. Report of Supt. in Iowa Documents, 1911, p. 18.

3. Iowa School Report, 1914, p. 23.



department for teachers in approved high schools.<sup>1</sup>

All high school teachers should be graduates of a four year college or a university.

Half of the teaching force must be graduates of such institutions.

Two years' college work is required of all teachers in approved high schools.

If a teacher holds a first or second grade state certificate that may be accepted in lieu of two years' college preparation.

The laws requiring teaching of industrial branches in Normal Training High Schools and consolidated schools, that received state aid, created a demand for qualified teachers of Agriculture, Manual Training and Home Economics. For a teacher of Home Economics, not less than two years of college preparation is required. For Manual Training and Agriculture a teacher who has had six semester hours of college credit may be employed. For Music, Drawing, Public Speaking and Commercial Subjects the teacher must have two years of college or normal school training in that special line.

Many of the larger schools have met these requirements and have made even more stringent ones. The high schools accredited by the North Central Association have as a minimum requirement for their teachers in academic subjects one



hundred and twenty semester hours in advance of a standard four year high school course, including at least eleven semester hours in education and special study of the subject matter and pedagogy of the subject taught.<sup>1</sup>

Concerning the standards for teachers in the Junior High Schools of the state, no definite decision has been reached.  
<sup>2</sup>  
The following suggestions have been made:

All teachers shall be graduates of a four year high school course or the equivalent.

In addition they should be graduates of standard normal schools with at least one year of practical teaching experience or have had two years of college work, with preparation in branches to be taught and practice teaching experience.

Better still all should be college graduates with practice teaching experience and one year of successful classroom experience in the grades.

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1. North Central Association, Proceedings, 1931, p.8.
2. Lewis, E. E. Standards for Merit in Junior High Schools, Iowa Extension Bulletin, #25.



Summary.

The early courses of study were strongly influenced by the academy and college. Although some of the higher subjects were dropped comparatively early, the influence of the college remained. This showed itself in a strong emphasis on foreign languages, mathematics and college preparatory subjects. In spite of criticism and efforts of reform the course continued rigid and narrow for a great number of years. After 1900 the curriculum gradually broadened to include instruction in practical and vocational subjects. With the centralizing of authority in the state department the courses have become uniform. Recent courses of study offer a great variety of subjects and put emphasis upon those things that will best fit pupils for life. Qualifications for teachers were not uniform at first. Schools set their own requirements. In recent years the state board has made regulations governing teacher preparation.



## CHAPTER V.

## CONCLUSIONS.

The people of Iowa have always been interested in education. The high school is a development from the elementary school and the idea of its importance, as part of the school system has grown steadily. There are very few laws in the state bearing on the high school. Its growth has been directed and aided by the teachers and educators; The State Teachers' Association has been closely connected with every improvement. Although many other factors have entered in, the desire to give to the children of the state opportunity for a broad and practical education has been the motive underlying the development of the public high school throughout its history. The higher institutions in their efforts to help in the classification of high schools dominated the course of study so that for a long period the high schools were practically preparatory schools, and other important ends were neglected. There has been a development away from this narrow idea in recent years and the high schools of today offer opportunity for education and training in a number of different fields. Iowa has not been as progressive as many states in the requirements of high school teachers.



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